

INSTRUCTIONAL LEADERSHIP FOCUS AREAS

As a principal, administrator, instructional coach, or teacher leader, your work to support teachers is critical to the success of students. Whether you are starting a new initiative or looking to scale best practices, these instructional leadership focus areas will help you approach your work with a focus on student learning.



LEADING THROUGH CHANGE

Lead the improvement of teaching, learning, and overall school climate to support student achievement.



INSTRUCTIONAL COACHING

Provide teachers with personalized coaching cycles that support them in developing their teaching practice.



COLLABORATIVE PROFESSIONAL LEARNING

Develop a collaborative professional culture that supports student-centered teaching and learning.



FEEDBACK AND OBSERVATION

Create an observation and feedback cycle that focuses on student-centered goals.



PRINCIPALSHIP

Equip new leaders to meet the specific demands that come with the first three years of serving as a building principal.

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LEARNING OPPORTUNITIES FOR LEADING THROUGH CHANGE



SUPPORTING WELLNESS

Outcome: I implement social emotional learning practices to support the emotional needs and wellness of my team.



CARETAKER CONNECTION

Outcome: I build connections with families and caretakers to work together to support student learning experiences.



LEADING FOR EQUITY

Outcome: I use equity as a lens for my leadership to ensure access and voice for staff and students.



FLEXIBLE ASSESSMENT FOR LEADERS

Outcome: I use data and feedback from stakeholders to drive progress in student learning outcomes..



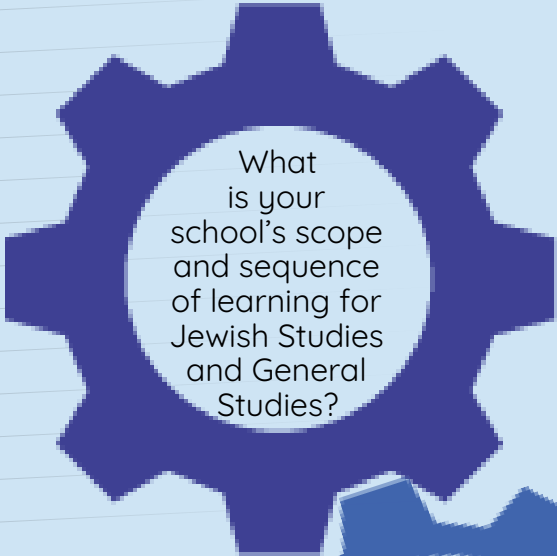
STRATEGIC PLANNING FOR IMPACT

Outcome: I impact student learning by developing and refining my strategic plan in an ongoing way.

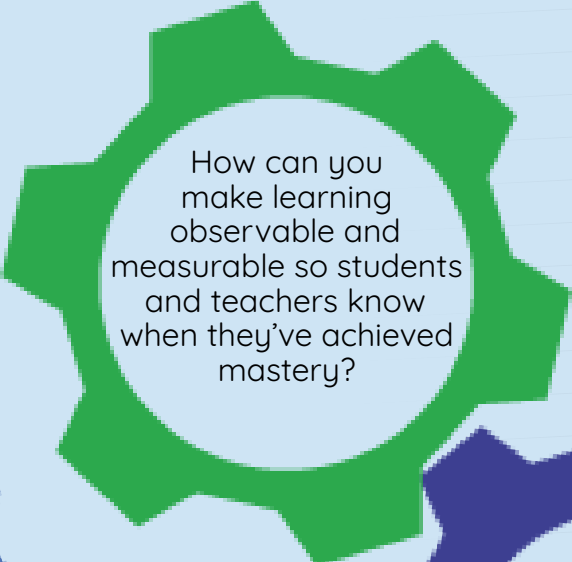


ADOPTING TECH TOOLS


Outcome: I use defined strategies to adopt tech tools in a way that supports teacher and student learning.




What is your school's scope and sequence of learning for Jewish Studies and General Studies?



How can you make learning observable and measurable so students and teachers know when they've achieved mastery?



I can provide meaningful and engaging feedback to my teachers and leaders.



I can support my teachers with their educational goals.

FOR GRADES 4 - 7



SKILLS

- **READING, WRITING, LISTENING, SPEAKING VOCAB**
- Key words - by theme, conflict, storyline
- Decoding*
- שורשים
- prefixes/suffixes
- Pronunciation
- Fluency
- Sentence construction

**Decoding is the ability to sound out words children have heard before but haven't seen written out.*



CONTENT

WHAT ABOUT THE....

- Storyline?
- Setting, context?
- Major and minor characters and their personalities?
- character development?
- Sequencing?
- before and after?
- cause and effect?
- Themes?
- What are they?
- What connections are there to other parts of Tanach?



VALUES

LESSONS LEARNED

- For me, my family, community, city, country, Israel, world?
- What meaning do I find in this story?
- What do others find meaningful?
- How do I experience the values shared in this story?
- How can I recreate the value I learned and share it with others?





SKILLS - I CAN

1. I can comprehend the literal meaning of words.
2. I can identify 3 words that are new to me and that I do not understand.
3. I can identify 3 words or phrases that I think are crucial to the message of the text and explain why they are important
4. I can explain key words and phrases using written, illustrated or oral explanations.
5. I can identify similar verbs or nouns.



CONTENT - I CAN

6. I can comprehend the main meaning of the text.
7. I can analyze the text and share my thoughts with a partner.
8. I can accurately dramatize a passage.
9. I can share my opinion about a key concept in the text.
10. I can ask a question that sparks my curiosity.
11. I can identify similarities and differences in comparable texts.
12. I can make connections between characters or events in the story or in comparable stories.
13. I can share the main idea of the text with a new learner.



VALUES - I CAN

- 14. I can identify the values of this text through oral, written or illustrated feedback.
- 15. I can experience the values from this text and reflect on that experience orally or with written or illustrated text.
- 16. I can recreate the values learned from this text for others; in my class, family, or community.
- 17. I can find meaning in the text and reflect on it to others in my class, family, community or in a global context.

CHOOSE 1 I CAN STATEMENT FOR ALL THREE CATEGORIES!

I can (skills)

I can (content):

I can (values):



What are student priorities for each grade level?



How will success be measured?